

Stage 3 - Plan Learning Experiences and Instruction

Note: How are you using technology as a teacher? How are your students using technology?

(W) .1 Students understand that....(**Where**), Real Life (**Why**), MLR or CCSS (**What**)

(H) .2 Engage (**Hook**)

(E) .3 Students will know...(Equip), [Graphic Organizer](#) and [Cooperative Learning](#) the content (**Explore**), working on product (partners, teams...) (**Experience**)

(R) .4 Checking for Understanding Strategies during instruction (**Rethink**), Self-Assessment using Rubrics or Checklist, feedback by students (**Rethink/Revise**), and feedback by teacher on Product (**Revise/Refine**),

(E) .5 Formative Assessment - List the one's used in this lesson. (**Evaluate**)

(T) .6 Give an example of each Multiple Intelligences (**Tailor**)

[Verbal-Linguistic](#)

[Logical/Mathematical](#)

[Visual/Spatial](#)

[Bodily/Kinesthetic](#)

[Musical/Rhythmic](#)

[Intrapersonal](#)

[Interpersonal](#)

[Naturalist](#)

(O) .7 Students will be able to ...(**Organize**), Product: Type II Technology, Number of Days:

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Lesson 1

Consider the W.H.E.R.E.T.O. elements. (L)

(W)1.1 Students will understand that treating others the way that you want to be treated is a positive behavior. (**Where**), We live in a world where we will interact with others and understanding how we like to be treated will help us with treating others well. (**Why**) *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* (**What**)

(H) 1.2 - This is no longer a gym, this is now a museum and you are the statues. I will be walking around this museum looking at the statues, when I call out an action word or a feeling, you need to create a statue showing that word. Remember, statues can be powerful and statues do not move!. Make sure your statue is interesting. You want me to come and look at your statue. (**Hook**)

(E)1.3 Students will know the definition of the Golden Rule and how it relates to them in PE and in the school environment.(Equip) White board with brainstormed feelings is the graphic organizer. (**Explore**) Half the class will perform the shape museum for the audience. The audience will shout out the feelings they see. (**Experience**)

- (R) 1.4 While students are brainstorming feelings, teacher will listen and redirect if needed. **(Rethink)**
- (E) 1.5 Pre-assessment - entrance rubric; Check for understanding - teacher observation; Timely feedback - teacher feedback. **(Evaluate)**
- (T) 1.6
- Verbal: Students will be thinking of words that describe feelings.
- Logical: Students will be solving the problems of attaching action words/feelings to peers statues.
- Visual: Students will be able to see other peoples statues.
- Kinesthetic: Students will be creating action word/feelings statues with their bodies.
- Intrapersonal: Students will be thinking about the golden rule and how they like to be treated.
- Interpersonal: Students will be interacting with one another.
- (O)1.7 Students will be able to model the way they would like to be treated. **(Explain) Product:** Shape museum photos. **Number of Days:** 1

Lesson 2

Consider the W.H.E.R.E.T.O. elements. (L)

- (W)2.1 Students will understand that assisting a partner by sharing observations about skill performances during practice will help you and your partner to be successful.**(Where)**, It is important to be able to give positive yet criticism feedback. **(Why)** *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* **(What)**
- (H) 2.2 You and your group are now performers, You need to entertain and teach the audience about respectful and disrespectful behaviors. Your group will be the writers and the actors for your skit. The audience will boo the disrespectful behaviors and cheer for the respectful behaviors. **(Hook)**
- (E)2.3 Students will know how to share observations with partner in a kind and caring way.**(Equip)** Paper and pencil for groups to brainstorm and create skit ideas **(Explore)** Students will be working in groups of three to create and perform a skit about respectful and disrespectful behaviors. **(Experience)**
- (R) 2.4 Teacher will walk around and observe students creating their skits then teacher and peers will give positive feedback regarding the skit. **(Rethink/Rehearse)**
- (E) 2.5 Check for understanding - skit, Timely feedback - peer and teacher feedback. **(Evaluate)**
- (T) 2.6
- Verbal: Students will be communicating to peers positive behaviors using skits.
- Logical: Students will brainstorm skit ideas.
- Visual: Students will be creating a list of skit ideas.
- Interpersonal: Students will be working with each other to create a skit.
- Intrapersonal: Students will need to give examples of respectful and disrespectful behaviors.
- Naturalist: Students may come up with skits that take place on the playground.
- (O)2.7 Students will be able to compare respectful behaviors with disrespectful behaviors. **(Perspective)**
- Product:** skit. **Number of Days:** 1

Lesson 3

Consider the W.H.E.R.E.T.O. elements. (L)

- (W)3.1 Students will understand that regardless of a person's differences, everyone needs to be treated

with respect. **(Where)**, We live in a world where we have to interact with others and treating each other with respect important. **(Why)** *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* **(What)**

(H) 3.2 Now you will be improv actors, Two people will be called up to role play a Golden Rule senario. It will be your job to teach, entertain, and help to improve your peers social responsibilities! **(Hook)**

(E)3.3 Students will know the definition of the Golden Rule and how it relates to them in PE and in the school environment.**(Equip)**. White board to brainstorm role play ideas for students to perform is the graphic organizer. **(Explore)**. Students will perform a role play with a partner showing how they would like to be treated when working with their 'forever dance partner' . **(Experience)**

(R) 3.4 Teacher and peers will listen to the role play and give feedback. **(Rethink/Rehearse)**

(E) 3.5 Check for understanding - role play, Timely feedback - peer and teacher feedback. **(Evaluate)**

(T) 3.6

Verbal: Students will be communicating to peers positive behaviors using skits.

Logical: Students will brainstorm role play ideas.

Visual: Students will be demonstrating role play.

Interpersonal: Students will be working with each other to role play.

Intrapersonal: Students will be explaining the golden rule and how they like to be treated.

Naturalist: Some role play will take place on the playground.

(O)3.7 Students will be able to perform for the class how people would like to be treated. **(Apply)**

Product: role play. **Number of Days:** 1

Lesson 4

Consider the W.H.E.R.E.T.O. elements. (L)

(W)4.1 Students will understand that assisting a partner by sharing observations about skill performances during practice will help you and your partner to be successful. **(Where)**, Being able to receive and process positive criticism from a peer may help you to grow.**(Why)** *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* **(What)**

(H) 4.2 You are now a dance critique and it will be your job to critique how your partner moves to the action words. Not only are you giving your partner feedback, you will do it in a caring and respectful manner. **(Hook)**

(E)4.3 Students will know that success looks different depending on the person and the situation.**(Equip)** Paper peer review rubric is the graphic organizer. **(Explore)**. Students will be working with their partner to critique their dance movements. **(Experience)**

(R) 4.4 Teacher will walk around observing peer review. **(Rethink)**

(E) 4.5 Check for understanding - rubric, Timely feedback - peer review. **(Evaluate)**

(T) 4.6

Verbal: Students will need to communicate to each other regarding performance.

Logical: Students will need to problem solve how to fix their peer review rubric.

Visual: Students will be observing partner dance and critiquing their skills.

Musical: Students will be listening and moving to music.

Kinesthetic: Students will be moving their bodies to convey a word.

Interpersonal: Students will be working with each other.

(O)4.7 Students will be able to critique their partners skills. **(Interpret)** **Product:** peer review rubric.

Number of Days: 1

Lesson 5

Consider the W.H.E.R.E.T.O. elements. (L)

(W)5.1 Students will understand that treating others the way that you want to be treated is a positive behavior. **(Where)**, Recognizing positive feelings in yourself and others will help you with how you get along with others. **(Why)**. *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* **(What)**

(H) 5.2 Let's create an image for the whole school to see. As second graders, you are the oldest in the school and it is your responsibility to act as role models for the younger grades. Let's create a word poster with all of the positive words you can say to someone or that you can feel for yourself. **(Hook)**

(E)5.3 Students will know the definition of the Golden Rule and how it relates to them in PE and in the school environment. **(Equip)** Creating a feelings poster in Glogster is the graphic organizer. **(Explore).**

(R) 5.4 Teacher will help students create a feelings poster **(Rethink/Revise)**

(E) 5.5 Check for understanding - students feelings words, Timely feedback - teacher feedback **(Evaluate)**

(T) 5.6

Verbal:Students will use descriptive words to create a poster.

Logical:Students will need to figure out how they like to be treated then to put it into words.

Visual:Poster will be used describing to how treat each other.

Interpersonal:Students will be brainstorming with others to come up with descriptive words.

Intrapersonal:Students will need to know the golden rule and how they like to be treated.

Naturalist:Students will need to image themselves in different situations (playground, home...) when thinking about how they like to be treated

(O)5.7 Students will be able to imagine how they feel when they feel different from everyone else.

(Empathy) Product: poster. **Number of Days: 1**

Lesson 6

Consider the W.H.E.R.E.T.O. elements. (L)

(W)6.1 Students will understand that regardless of a person's differences, everyone needs to be treated with respect. **(Where)**, Recognizing success in yourself with help with self-confidence and with future goals. **(Why)**, *Exhibits responsible personal and social behavior that respects self and others in physical activity settings.* **(What)**

(H) 6.2 This is it! The final dance performance! You are strong, powerful, and creative dancers. You want to audience to watch you dance. Be interesting, be strong, and have fun! **(Hook)**

(E)6.3 Students will know that success looks different depending on the person and the situation.

(Equip), The students Action Word Sheet and how they work together to create the dance will be the graphic organizer. **(Explore/Cooperative Learning)**, Students will be performing the final Action Word Dance with their partner. **(Experience)**

(R) 6.4 Before performance, teacher will remind students about the rubric expectations. **(Rethink)**

(E) 6.5 Check for understanding - rubric reminder before final performance, Timely feedback - Questions

and Answers at end of dance.

(T) 6.6

Verbal:Students will be perform and oral presentation before the dance performance and answer questions after.

Logical:Students will need to answer questions given to them.

Visual:Half the class will be the audience for the other half.

Musical:When performing the dance, students will need to be listening to the music cues.

Kinesthetic:When performing the dance, students will be moving their bodies to show action words.

Interpersonal:

Intrapersonal:STudents will be performing with their partner.

Naturalist:

(O)6.7 Students will be able to explain what an action word is, talk about the Golden rule, and explain why people need to be treated with respect. **(Empathy) Product:** dance. **Number of Days:** 1

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